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# INDIANA SCHOOL JOURNAL.

January, 1869.

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GEORGE W. HOSS, Editor.

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PROFESSOR BENJAMIN THOMAS HOYT, A. M.

BY COLONEL A. H. HOYT.

BENJAMIN THOMAS HOYT, A. M., Professor of Belle Lettres and History, in Asbury University, Greencastle, Indiana, died in that town on the 24th day of May, 1867.

Mr. Hoyt was the second son, and third child, of Rev. Benjamin Ray and Lucinda Freeman Hoyt, now residing in Windham, county of Rockingham, New Hampshire, and was born in Boston, Massachusetts, October 20, 1820, when his father was pastor of the Bromfield Street Methodist-Episcopal Church, in that city.

As a boy, he was stout and active,—fond of out-door pursuits,—and early cherished a desire to engage in business. To this end his studies were chiefly directed, and it was not till about the year 1838 or 1839 that he began to prepare for college.

His father, being a clergyman depending on a very limited salary for the support of a large family, was unable to keep him continuously at school. In consequence of this, his preparation for college was hindered, and interrupted by his working on a farm in summer and teaching school in winter.

His preparatory studies were pursued at Newbury Seminary, Connecticut, under the direction of its principal,

the Rev. Osmon C. Baker, now one of the Bishops of the Methodist-Episcopal Church. He entered the Wesleyan University, at Middletown, Connecticut, and graduated, in 1846, under the presidency of the late Rev. Stephen Olin, D. D., LL. D.

He did not aim to take high rank in College; this his insufficient preparation, and frequent absences while teaching, precluded; but he did aim to do faithfully his allotted task, and to profit, as much as possible, by the libraries, debating societies, and other accessories of the college. His studies, however, did not cease with his graduation; but by diligent and careful preparation for the duties of his calling, he rapidly made up the lost time and training, and before he died had reached a breadth and thoroughness of scholarship equal to, if not surpassing, that attained by any of his college classmates. He was always high-toned in his conduct, and won the friendship of such of his instructors and fellows as were worthy of a friendship, in return, based on his honest and manly impulses. One of his college teachers, Prof. John Johnston, LL. D., in a touching letter to Mrs. Hoyt, says of her husband:

"My acquaintance with him began with his becoming a member of the University, twenty-five years ago; and my esteem for him has uniformly increased with the progress of time and the steady development of his character."

A classmate, the Rev. Gilbert Haven, D. D., of Boston, says:

"For four years we sat by his side in the recitation-room and in the chapel. He was a gentlemanly and agreeable associate, easily making and keeping troops of friends."

He served with marked success for several years after his graduation as the principal of the High School, at Middletown, Conn.; afterwards, from 1849 to 1852, he occupied a similar position at Chelsea, Mass.; and in 1852, through the influence of friends, came to Indiana and took charge of the Lawrenceburg Institute, where he continued till some time in 1856. In 1856, he became the President of the Indiana Female College, at Indianapolis, where he



remained two years; and in 1858, he accepted the chair of Latin in Asbury University, Indiana. This position he filled, with fidelity and success, till 1863, when he was transferred to the chair of Belles-Lettres and History, in the same college, which he held till his death. For the duties of the latter chair, his tastes, culture, fine elocution and polished style of composition specially fitted him. He was a model teacher,—industrious, systematic, prompt and thorough. Under the influence of his example, his classes acquired the habit of making careful preparation for the recitation-room. As a disciplinarian, he was equally skillful. He was tolerant of nothing that savored of impropriety or neglect. Hence his class-room was a model of energy, thoroughness, order, and propriety. Himself open-hearted and truthful, he scorned disguises and indirect methods in all relations, whether social or professional; hence, he led his pupils as he did men in general, by appeals to their sense of truth and right.

Immediately on coming to Indiana, he identified himself with the system of public schools, laboring in Teachers' Institutes and Associations. He was for several years an active member of the State Teachers' Association, of which he was elected President in 1863. At the following session of the Association, he delivered his inaugural address, which was a highly finished and scholarly production.

He also held the office of School Examiner in Putnam county for several years. This position gave him the opportunity of impressing his character and his views as an educator upon the teachers of his county.

Early in the Spring of 1867, after the close of a series of religious meetings, in Simpson Chapel, continued through many weeks, he began to show signs of weariness and exhaustion, brought on by a too zealous devotion to these meetings, from which he was seldom absent, and by his labors as professor and librarian in the College, superintendent of a large Sunday school, and superintendent of the county schools. Alas! that no one of his friends should have intervened to check this over-work. He had labored beyond his uncommon powers of endur-

ance; but continued, nevertheless, to discharge his regular college duties till the close of the term. He was soon after prostrated with typhoid fever, which, after seven weeks, terminated fatally.

A touching incident occurred at the funeral worthy of notice. At a meeting of the choir some months before his sickness, after the singing of a piece of music entitled "*There is a light beyond the river,*" he said, "When I die, I wish this sung at my funeral." After the funeral sermon, the choir with which he had so long sung, complied with that request amid the tears and sobs of a crowded assembly.

Mr. Hoyt was married August 25, 1853, to Miss Emmeline Lewis, of Boston, who, with three daughters, survive him.

The death of Prof. Hoyt called forth expressions of the profoundest sorrow, in the community where he lived; for all who knew him respected him, and by many he was warmly beloved.

The funeral services were attended by almost the entire community. The following account of them we copy from the *Indianapolis Journal*, of May 27, 1867:

"For the first time in the history of the Indiana Asbury University, the corps of instructors has been broken by death. This fact, coupled with the character of the deceased, rendered the death of PROFESSOR HOYT an event of peculiar and impressive solemnity. Those acquainted with student-life know how students come to love and esteem their teachers; and that when to the value of the ripe scholar and skill of the practical instructor are added the affection of a fine social nature and the tenderness of a devoted Christian, this love and esteem ripen into veneration, differing little in intensity or character from that felt for a father.

"Such was pre-eminently true in the case of Mr. HOYT. While he was one of the most active and efficient members of the Faculty, he was a leading officer in the Church and a valuable citizen, exhibiting in an unusual degree the points of a complete man.

"The funeral services took place in the college chapel, at Greencastle, on last Sabbath afternoon, and were indescribably affecting. There were present the bereaved and mourning relatives, the faculty, students of the University, two hundred Sunday school scholars, and an uncounted crowd of citizens. The services were directed by the faculty, but carried out mainly by the students.

"The sermon by Dr. Bowman, from the text; 'There is but a step



between me and the grave'—was full of instruction and exhortation to the living, rather than of praise for the dead. The singing was the finest we ever heard on such an occasion.

"His remains were laid in the new and beautiful cemetery south of the town, and as the large concourse slowly and sadly—in groups and singly—wended their way back to the village, the question was asked again and again, 'Who can fill his place?' and was as often answered. 'No one.' Another may come and perform the duties he was accustomed to discharge—sit in his chair, occupy his room, take charge of his Sunday school, but in the hearts of professors, students and children, PROFESSOR HOYT'S placé will ever be vacant."

Resolutions were passed by the Sunday school, of which he had been an efficient Superintendent, in which they speak of him as

"One who, by his kindly manner and his many manly virtues, had endeared himself to the hearts of all who knew him, and upon whom, as a Superintendent, we had long since learned to look with pride and the fondest affection."

Resolutions were also passed by the Faculty and students, of Asbury University, respectively, on the 26th of May: and on the 25th of June following, the joint Board of Trustees and visitors passed a series of resolutions, among which were the following:

"Whereas, Since the last meeting of the Board, an inscrutable Providence has removed from our midst PROFESSOR BENJAMIN T. HOYT, who for the past nine years has been a member of the Faculty of the University, and who has devoted his life to the work of Christian education; therefore

"Resolved, That we feel called upon to record our high appreciation of his worth as a man, as an efficient and successful educator, a genial companion, a ripe scholar and a devoted Christian.

"Resolved, That his devotion, energy and sacrifice in his connection with the University have been eminently successful, and that while we deeply feel our loss of his services, we are thankful in the assurance that his labors for the promotion of Christian education have been fruitful of much good."

The death of Prof. Hoyt called forth testimonials also from the Press, and from gentlemen who knew him intimately. We give extracts from a few of these. Says President Bowman, of Asbury University, (in the *Western Christian Advocate*, June 12, 1867):

"Intellectually, PROFESSOR HOYT was entitled to high rank. To sound judgment, delicate taste and fine imagination, he had added high intellectual culture. No one as a lecturer appeared upon the rostrum of the University that gave more general pleasure to students and citizens than he. His discourses were always prepared with care, and were fine specimens of sound thinking and polished writing. His lectures and addresses before literary societies, the State Teachers' Association and at College Commencements, were by general consent classed with the best of such productions.

"He was possessed of fine social qualities. Gentlemanly in his general intercourse, genial in the society of his friends, kind and attentive to the sick and dying, he secured warm friends wherever he went.

"The last months of his life were a fitting close to his successful and useful career. During the early part of last winter, his religious experience was largely deepened and enriched, and he became intensely interested in the prosperity of the Church and the salvation of souls. There are many who will not soon forget his fervent prayers, earnest exhortations and joyous songs of praise. The Master, to whom he had consecrated his life, seems to have been fitting him for the change which was so near at hand."

A writer in the *Evansville (Ind.) Journal*, says:

"As a literary character, few men of Indiana enjoyed a higher reputation than the late Professor HOYT. His compositions were the fruits of no common mind. A voice peculiarly fitted for oratory, and a soul to mean what he said, together with natural grace and elegant culture, made him a model lecturer. He drew audiences, despite rain and storm, when he spoke. He was announced to lecture in this city a few weeks since, but death left the lecture undelivered.

"Noted as a scholar, he was also remarkable as an instructor. Our State has had few more successful educators. Armed with fine executive ability, he had a magic power over his classes that made them blush to appear in his recitation-room ignorant of their lessons. He loved faithful students, and made little effort to conceal his preference for such. The Professor was dignified in appearance, gentlemanly in conduct and social in disposition. His sensibilities were exceedingly large and tender; but he wore a cloak of formal dignity which kept the world at large away from him, and admitted only a few comparatively to the favor of intimate friendship. In these days of Sunday schools, the tact for conducting them is not considered a weakness. Mr. HOYT was the acknowledged chief of Sunday school superintendents.

"His death leaves a vacancy in the University which it will be difficult to fill; for he was a man who filled up a large measure of influence. In him the College has lost a faithful teacher, the Sunday school a kind shepherd, the Church a warm member, the State a good citizen and the world a useful workman."



The Rev. Erwin House (in the *Western Christian Advocate* of June 5, 1867,) says:

"In the death of Mr. HOYT, not only has the cause of education, but the Church and the Sunday school interest, suffered the loss of one of the most efficient and faithful of laborers. He knew but one guiding impulse—duty. On the Sabbath, as well as in the recitation room, his time and strength were given without reserve to the advancement of others. His home during the last Commencement was also ours, and the memories of the occasion will not fade or grow dim. As a lover of men—of young men—and of little children, there was none to excel him. The last look we had of his genial face, and the last words that dropped from his lips on our ears, were 'Good-bye. Your visit has done me good. We shall some day meet in the good country.'"

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I wage not any feud with Death  
For changes wrought on form and face;  
No lower life that earth's embrace  
May breed with him can fright my faith.

Eternal process, moving on,  
From state to state the spirit walks;  
And these are but the shattered stalks,  
Or ruined chrysalis of one.

Nor blame I Death, because he bare  
The use of virtue out of earth;  
I know transplanted human worth  
Will bloom to profit, elsewhere.

For this alone on death I wreak  
The wrath that garners in my heart;  
He put our lives so far apart  
We can not hear each other speak.

—Tennyson's "*In Memoriam*."

DUTY OF THE STATE IN REGARD TO HIGHER  
EDUCATION, No. 2.

BY REV. CYRUS NUTT, D. D.

There are two great duties which the State owes to itself. The FIRST is self-protection; the SECOND, self development. The military systems of different nations are established primarily for the purpose of self-preservation. National armies and navies may be employed for conquest, but it is generally under the plea of self-defense.

A nation has not performed its whole duty when it has provided for its own safety. It is a duty which it owes to God, to humanity, to itself, to attain the highest possible state of perfection. This perfection consists in the highest grade of christian civilization, the greatest power and glory, which it can acquire, without infringing the rights of other nations, or those of its own citizens. These objects, when gained, promote the greatest happiness of a people. This happiness is founded upon plenty, security, liberty, and intellectual and moral excellence. If it be the duty of the individual to cultivate his nobler powers, it is equally the duty of the State to devote itself to the developement of all its resources. No country in the world possesses natural elements of greatness and power, equal to those of the United States. In the extent and fertility of its soil, in its minerals, almost unlimited, in richness and abundance, in its varied and genial climate, it surpasses all other lands. The means for the exertion of human industry, in all its departments, exist in untold abundance, and its productiveness, when properly directed, is uparalleled.

We now need, most of all in our glorious land, great "mind power,"—minds capable of far-reaching, deep and penetrating thought, to develop these resources. To furnish numerous intellects thus powerful, culture of the very highest grade and widest range, is absolutely necessary. To secure this thorough and extended culture, ample means should be provided.

The State should establish needed institutions of learning, because they are too expensive for individual enter-



prise, or for voluntary associations. Institutions adequate to meet this public want, require the expenditure of large sums of money, in building libraries, museums, laboratories, philosophical apparatus, and observatories. A large endowment fund is also requisite, or a large income must be derived from some other source. The property invested at Harvard and Yale, the wealthiest institution of our country, and the two which approximate perfection more nearly than any others, amounts to several millions of dollars each. Yet none will say that their resources are too great. The former has, however, required two centuries to attain its present growth; and the latter nearly as long. Both of these, though largely indebted to individual munificence for their funds, were founded under the auspices of the colonial governments, and they have ever since received the fostering care of their States. Experience has proved that institutions established by individuals, and voluntary associations, are of slow development. Scores of years must roll away, before they become adequate to the purposes for which they were designed. But the progress of the age demands a more thorough and complete education now than ever before. It requires all the aids and appliances furnished by the very best Universities of the country. It is judged by some, that none on this continent are adequate. Many American youth annually cross the Ocean, to complete their education in European Universities. This ought not to be. American youth should receive an American education. To provide such facilities for education as the wants of our country and the age demand, is impossible for individuals, or church organizations; except by the protracted efforts of scores of years. But the demand is immediate and pressing. We can not wait half or three quarters of a century for these advantages. In that time two or three generations will have passed away. The State can, and ought to supply them. The State can in a few years, without overburdening her citizens, accomplish in this regard, what would require a century, for voluntary associations to achieve.

It is the duty of the State to provide such institutions

for the instruction of its youth. Says Vattel, a distinguished writer upon "The Law of Nations," speaking of the duty of States to themselves, "The first impressions made upon the mind are of the utmost importance for the remainder of life. In the tender years of youth and infancy, the human mind and heart easily receive the seeds of good and evil. Hence the education of youth is one of the most important affairs that deserve the attention of the government. It ought not to be entirely left to the parents. The most certain way of forming good citizens, is to found good establishments for public education, to provide them with able masters—direct them with prudence, and pursue such mild and suitable measures, that citizens will not neglect to take advantage of them."

As an example of what the State can do, when it extends its fostering care over higher institutions of learning, we may mention the Michigan University. It has been in existence only a few years, and yet it nearly equals, in appliances for imparting a thorough education, literary and professional, the oldest and the best Universities of the East; and, to-day, in the number of its students, it surpasses all others in the Union. Professor Watson, who presides over her observatory, has recently discovered three additional Asteroids, within the period of ten days. These make nine he has discovered altogether, thus surpassing in discovery all other astronomers in this country. Her University, in fact, is the crowning glory of the State of Michigan.

2d. Secondly, it is UNJUST for the State to devolve the entire work of higher education upon individuals, or, upon any sections of its citizens. Much of the benefit of higher education, accrues to the whole State. The advantages of a powerful and well trained intellect are not limited to its possessor, nor to the religious denomination to which he may happen to belong. Great minds employed in worthy vocations, are a blessing to the whole people. We need educated men in the pulpit, at the bar, as physicians, as teachers, miners, and investigators; but we especially need them in



the legislative halls, and in all the departments of the government. No doubt, any one of the religious denominations, or, all of them, would voluntarily undertake to supply the demand for educated minds, on account of the prestige and influence they would thereby gain. But is it *expedient*—is it *generous*—is it *RIGHT*—to throw this burden upon them? Is it expedient for the State to wait long years, until voluntary associations can, by the slow process of donations from their membership, gain the necessary means to provide for the extended and thorough culture now demanded; while many of our noble youth go to other States, and even to foreign climes, to enjoy the facilities which should be furnished at home? Again, would it be generous, for the State, that is, the whole people, to reap the benefits of the talent educated by associations, whose membership have lavished their hard earnings to build up and maintain their Colleges and Universities, and yet give them nothing in return? May we not ask still further, is it *JUST*? Is it not a maxim of political justice, that the burdens of the State should be laid as equally as possible upon all her citizens? Where the benefits accrue to all, all should share in furnishing the required expenditure.

That any individual, or association of individuals, should, in addition to bearing their proper share of the other burdens of the State, and performing all the duties of good citizens, be required to tax themselves with the whole expense of supplying the entire "higher education" of the State, is *UNJUST*! That this additional service is voluntary, does not alter the moral aspect of the case. Individual and denominational institutions are inadequate for this great task; and even were they adequate, it would be *unjust* to ask it of them.

It is sometimes alleged as an objection to State institutions, "that they cannot impart moral and religious culture to the extent which the well being of society demands. "Higher Education," it is affirmed, "should be left to the religious denominations, because the State can not teach religion. The State does not teach irreligion

but from the necessities of the case, she can not teach religion."

This would be a formidable objection if the fact affirmed, were true. All admit the necessity of moral culture. Intellectual culture without the corresponding moral training is of doubtful utility. The well being of society, and the stability of free governments, depend upon the virtue, as well as the intelligence of the people.

But is it true, that State institutions of higher learning cannot teach religion? This will depend altogether upon what the objector means by "*religion*." If by religion, he means sectarianism, it is granted. Teaching sectarianism is prohibited in these institutions. In this respect, however, they do not differ materially from denominational Colleges and Universities. The charters and circulars of these institutions proclaim them as liberal in their character and administration, admitting to equal privileges all classes of youth, irrespective of creeds, political or religious. They would claim that they were grossly misrepresented, were it proclaimed abroad, that every student who attended them, would be indoctrinated in the peculiar dogmas of the sect to which they belonged; that all who attended Methodist Colleges, would be taught the peculiar tenets of Methodism, that all who attended Presbyterian institutions, would be of necessity taught Presbyterianism; and so of all the other denominations. Now this they publicly disavow. If this sectarianism be what is meant by "*religion*," the sectarian institutions do not teach it. If it is taught, it is done indirectly and in violation of the professions which they make to the public.

But if by religion is meant the fundamental doctrines and morals of christianity, then State institutions not only can, but they do teach it. In this regard they do not differ essentially from others. Their organizations, course of study, and religious exercise are the same. The same text-books are used in christian evidences and christian ethics. The exercises of each day are opened with reading the Holy Scriptures and prayer; and on each



Sabbath a public lecture is given upon some religious or moral subject. All these exercises all the students are required to attend. The Professors are moral and religious men, members of different religious denominations; and as a general rule, several of each Faculty are ministers of the gospel. The faculty by precept and example, urge upon the students the importance and necessity of a religious life, with as much earnestness and success, as do the faculties of private institutions. The moral and religious character of the students of State institutions will not suffer by comparison with that of the students of other Colleges and Universities. As large a proportion of them become good citizens, active and successful laborers in the fields of christian enterprise and benevolence; rendering their lives noble and sublime, an honor to their country and a blessing to their race.

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### "NEW FANGLED NOTIONS."

BY A. M. GOW, (SUPT. EVANSVILLE SCHOOLS.)

"All changes are not improvements," nor is the "old way always the best way." Firmly believing the doctrine enunciated in the above apothegms, I shall respectfully submit a few thoughts upon the subject of SCHOOL REFORMS.

The primary object of the school is Education, and this, as defined by Dr. Hart, "is the developing, in due order and proportion, whatever is good and desirable in human nature." This definition comprehends, in addition to the culture of the intellectual faculties, a care for the morals, the manners, the health, and physical comfort of the pupils. Mental Philosophy, Moral Philosophy and Physiology, must afford us the principles by which we shall be governed if we fully appreciate our responsibility in realizing our definition of education. What the minds, the morals, the manners, the habits and the health of the pupils are depends very largely upon the judicious and phi-

losophical arrangement of the time allotted to school exercises.

Some principles may be stated which will possibly assist in determining the proper proportions in which the six hours, usually allotted to school, should be employed.

1. Time is too precious to be thoughtlessly wasted in school in unnecessary operations. Economy of time and teaching requires a careful classification of the school; and correct classification requires regular systematic recitation. During recitation, the teacher should have the undivided attention of the class, while the remainder of the pupils should be as diligently engaged in study.

2. Mental Philosophy teaches that recitations should occupy sufficient time to make a definite and lasting impression upon the pupils; and, on the other hand, should never be continued so long as to weary and disgust them. The same principle applies in pupil's study.

3. As recitation, study and relaxation should be systematically arranged and definitely determined, so should there be certain fixed times for the performance of all the little matters that usually cause disturbance and distract the attention of teachers and pupils.

4. Mental Philosophy and Physiology combine to teach that study and relaxation should be so alternated that, if possible, the pupils should remain vigorous and active until the close of the day,—and, also, that intense application of mind in long continued study, as well as violent exercise of body, is injurious.

5. Physiology requires that the school-room shall be frequently ventilated by opening the windows and doors, and that on no account shall pupils be permitted to sit in cold currents of air, or be subjected to sudden changes of temperature. These principles seem to involve a paradox; but possibly they may be satisfactorily reconciled.

6. The school-room should illustrate the principles of polite, refined society, and the ethics of the school premises should be a very exalted but a very practical code.

7. A trap should never be laid for a pupil's conscience. Teachers should never require anything which cannot reasonably be complied with; as commands constantly



disregarded soon weaken the respect due to the law, and bring the commander into contempt. (These principles are referred to subsequently by number.)

If the above principles, abstractly considered, are correct, it may be worth our while to apply them to the schools as they are generally arranged. Take for example an ordinary day, in an ordinary school. Suppose the season winter—though any other would answer for illustration equally well. With motherly forethought and care, the pupils are wrapped up snugly in shawls and comforters, gum shoes and overcoats, and so appear at school. At nine o'clock the school is opened, but as the fires have been permitted to die out during the night, the morning fires have not dispelled the chilliness of the room, and the children retain their wrappings in order to be comfortable. After roll-call and Bible-reading, the first class is called to recite. The fire is now urged to the utmost and soon begins to create a higher temperature. The children begin to perspire, and the woolen clothes, wet perhaps with snow or rain, emit unpleasant odors. The air becomes very foul and the children very restless. The wrappings are removed, thereby interrupting the recitation and study (3). The heat increases, but it is not safe to open doors or windows, as the pupils would be compelled to sit in a current of cold air (5). The recitation ended, the pupils are paraded to their seats, and another set, with formal evolutions, controlled by noisy bell signal, march to recite. Three or four minutes are thus consumed at each change of class (1), while the rest of the pupils, taking advantage of the confusion, disturb the study with their talk. Another recitation—a long one (2). The pupils in class become weary and inattentive, the pupils at their seats become restless and talkative. They are required not to talk (7), but they do it in spite of the rule. Just here a restless one glad to escape, feigns necessity, and asks to “go out” (3); another asks to get a drink; another to replenish the fire. Finally 10.30 arrives. Now for recess. Like caged birds, they are glad to escape from the close, impure air in which they have been reeking for an hour and a half. Some of them have

been sitting that whole time without rising (4), and the teacher has been trying, generally in vain (7), to enforce the rule against whispering or communicating (1). Glad to get out, they do not wait to put on the comforter and shawl, but rush into the cold and wet regardless of the exposure. For fifteen or twenty minutes "madness rules." From an enforced inaction of an hour and a half in a stifling atmosphere, they rush unprotected from the weather into twenty minutes of the most violent exercise (4). Rudeness, rowdiness and vulgarity characterize this (6) part of the day. Obscenity and profanity not unfrequently are mingled with the sport. A portion of the pupils retire (6) where no teacher's eye or ear can avail to prevent, and indulge in vice and depravity, made sadly evident by the carvings and the etchings left behind. *These "object lessons" are the truthful "tell-tales" that stamp indelibly the character of every school,* and are largely the fruit of the method of recess. Time, opportunity, and corrupt association combined, produce such detestable results, and all will agree that they are not in accordance with the definition we have offered of Education. But recess is over, and all are expected to return promptly to the school-room. Many come in promptly, some suddenly remember that a drink or other necessity demands a further delay and are tardy. In the rush to return most forget to clean the feet, and the floors and stairs are covered with mud and wet (6). After such intense excitement, for so long a time, it is physically impossible to reduce either mind or body to a condition for instruction or study, so the time is "put in" by singing (1). The perspiring bodies, damp clothes, wet and muddy feet, excited lungs, show that some have contracted colds, but they must sit for more than another hour before they are released, and the universal and frequently severe coughing attest the strain to which their lungs have been submitted. Now the recitations commence and study is expected, but the mental and physical excitement have been so great that a reaction takes place and drowsiness succeeds (4). Some overcome the tendency to sleepiness by becoming troublesome and perpetrating mischief. A



few, affected by the rush of blood to the head, find relief by bleeding at the nose, and make disturbance by going out again to wash. Bleeding at the nose is a very common occurrence under the circumstances described. Some are expected to sit till school is out, having no recitations to relieve or divert them; the result in most cases is an hour of idleness, interspersed with (7) constant attempts to evade the rules and deceive the teacher. Should the teacher, breathing the overheated, impure air of the school-room, wearied with the effort to secure attention in his classes, annoyed by watching restless, uncomfortable pupils to secure silence, not give way to a very little vexation, it would be because he had a wonderful control over his powers or had no nervous system. Is it a wonder that so many say, "my health failed by teaching," or "going to school does not agree with my boy." It is not the teaching or the school that necessarily causes ill-health in either teacher or pupils; it is the repetition, day after day, of such scenes as are described, in violation of all principles of mental, physical, and ethical science.

Teachers' Institutes illustrate frequently, with mature persons, the difficulties children meet in the school-room. Politeness and good-breeding demand of teachers (6) that they pay attention to the instructors invited to teach them, and refrain entirely from anything that tends to divert themselves or distract others. They enjoin it upon their pupils to sit in silence till recess, while they cannot or do not submit to the same restraint themselves. If teachers, with more mature minds and stronger wills, assembled to improve themselves in their vocation, and feeling the importance of such improvement, listening to those who have been invited to instruct them, cannot restrain themselves in accordance with the most obvious rules of politeness, it may surely be a matter of serious concern whether children, thoughtless and wayward, should be required to remain quiet so long or be punished for their disobedience (4).

In conclusion, therefore, we are forced to the conviction that schools so managed as to require an outdoor recess of fifteen or twenty minutes in the middle of each

school session, are by no means as effective as they should be, and that the recesses are *intellectually, morally and physically injurious*.

It is very possible that the picture we have drawn of the daily operations of school is not a fair representation of many schools, still we insist that every school whose periods of recitations, study and relaxation are so arranged, is essentially faulty, even if many of the details may not agree with the ideal we have drawn.

In presenting this subject, it is done with a consciousness that we are attacking an arrangement that has prevailed from the "time whereof the memory of man runneth not to the contrary," unchallenged. We leave off as we began, "that the oldest way is not always the best way," and shall endeavor to present a method better adapted to the necessities of the schools. If we do not succeed to the satisfaction of all, the reply we shall expect is "that all changes are not improvements."

[TO BE CONTINUED.]

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### NEED OF ORTHOGRAPHICAL REFORM.

It is stated that, with a party of journalists recently entertained by the Union Pacific Railroad Company, "spelling was a favorite amusement; and, in that collection of wits and scholars, some of the brightest showed themselves very uncertain in spelling the vernacular. One gentleman of long experience, a graduate of Princeton College, and a bright light in the literary circles of Boston, went out of the contest with plumes bedraggled and spirits broken. Five other gentlemen, one of them a distinguished member of Yale, were all floored together by one word."

In reading this paragraph, the thought naturally presents itself, how irregular, and how difficult to acquire, must be our orthography, when even men of the highest literary attainments have not thoroughly learned it; and the question arises, whether there is not some method of rendering it more simple. May there not be some truly



phonetic system brought forward and introduced, which shall take the place of the present difficult mode of spelling.

In our language, there are not less than forty-one elementary sounds, which are represented by only twenty-six different characters. This renders it necessary for some of these characters to represent several different sounds. Besides, one letter is frequently made to represent a sound which properly belongs to another. Yet this is not all; quite a large proportion of our words contain one or more silent letters in their orthography, having thus more characters than sounds, as witness the word *eight*; two sounds with five letters. In fact, the pronunciation of a word has very little to do with the sounds of the letters it contains, and we are not surprised that many of our best instructors now teach by what is known as the word method, the word being written for the pupils to look at and remember as he would a face, no attempt being made to teach the child the powers of the letters composing it, but simply *that they stand for it*.

It is indeed a work of years for any one to become even a tolerable speller, and the teacher is met at the very outset by discouragements, in the education of those committed to his care. Perhaps not a day passes in which those who have charge of the primary classes in our schools do not feel disheartened on account of the unnecessary labor thrown upon them by our present system of orthography; consequently, among teachers everywhere, there is a sense of the necessity of a change in this particular.

Let a child learn the forms and names of the letters *b* and *a*; explain to him the sound of the former, and the long sound of the latter; pronounce them repeatedly, having him do the same; then have him combine the two, pronouncing the syllable formed by the combination. He will comprehend it in an instant, and after learning the letter *e* he will be able to pronounce the syllable *be*, and will immediately become interested, and continue so as long as words are given him in which the sounds of the letters correspond to the sounds given them

in those words. But go back to the first two letters numbered; have him pronounce the combination *b-a-t*, and he will do so, giving to *a* its long sound; tell him that is not correct, and pronounce it correctly for him; he will look surprised, and after a few more instances of the same kind will become discouraged, and this is the beginning of difficulties with which both he and his teacher have to struggle week after week, month after month, and year after year, and even then they are not fully conquered.

Think of the number of sounds each letter is made to represent; the multitude of silent letters on every page, and the irregularities in so many words. What an undertaking to learn all! What an almost intolerable drudgery to both teacher and pupil! Can we wonder that the Frenchman, after endeavoring in vain to pronounce correctly in succession the words rough, dough, plough, through and trough, concluded that to pronounce an English word *right* was *wrong*, and that to pronounce it *wrong* was *right*?

These things call loudly for a change. Had we an alphabet containing a letter for each sound in the language, each having its name corresponding with its sound, and allowed to represent *only* its own sound, how easy the task of learning to spell and pronounce, and how soon accomplished, in comparison with the present time and labor required. What an amount of dictionary reference for pronunciation would be spared, and how much more correctly would the words of our language be spoken. Very few even of our educated men give a correct pronunciation to every word in the language. A truly phonetic system of spelling would do away with this, for each word would bear its true pronunciation upon its face, and there could be no doubt about it. In fact, the practical benefit that would arise from introducing such a system is incalculable.

Any such systems that have been brought before the public, as yet, seem not to have met with general favor, either from some defect in themselves, or from the difficulty apprehended in bringing them into general use. But this is a practical age, and we are a practical people,



and discoveries are every day being brought to light and new inventions introduced. Why may not something of this kind also be invented which shall prove satisfactory? And when such shall be the case, the people will receive and adopt it, as soon as they shall have had opportunity to test its availability. But little time would be required for teachers to learn it, and a provision might then be incorporated into the school laws of the different States, requiring that every teacher should understand it before receiving a certificate, and that before receiving his pay he should give satisfactory evidence that he has devoted a specified time to drilling the whole school in it. In this way the youth of the land would learn the system, and many who have been long out of the schools would catch it from them. Having once become acquainted with it, they would soon begin to use it, and in a few years the present method of spelling would pass away, and be thought of much as we now think of the old stage-coach and flat-boat methods of traveling and transportation.

Then let every friend of the cause of education interest himself in devising a phonetic system of spelling, and among so many some one will surely succeed in producing one which will prove satisfactory; and, although such as have passed a certain period of life may not adopt it, the rising generation will, and ever afterwards remember the inventor as a public benefactor.

PRESTON MCKINNEY.

*Robinson, Ill.*

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ECONOMY.—There is an economy in education as well as in finance. This economy lies in the accomplishment of the largest and best results in the shortest time. It would be an immeasurable economy, if a knowledge of English orthography could be acquired in *one* year rather than in *four*. Let all consider.—*Anonymous.*

## THE FIRST MONTH IN SCHOOL.

BY SARA J. TIMANUS, (STATE NORMAL SCHOOL, WINONA, MINN.)

One of the greatest events in the child's life is his entrance into the school-room as a pupil. Heretofore his mind has been free to roam over this wonderful world of things without discipline; he has been *seeing* one thing, *tasting* another, *feeling* another, and *hearing* another; so that his mind is stored with experimental knowledge.

The child enters school with keen perceptions, a gentle heart and great purity of soul. Surely this is a good foundation; it rests with the teacher to show him how he may, by using that which he already knows, gain something new; how he may by deeds of kindness and love to those around him keep his heart warm and gentle; and, above all, it is the teacher's duty to give his soul food, that it may expand and grow; in short, to develop harmoniously the latent powers of character.

When we wish to train a vine so that it may grow gracefully in all directions, we allow it to follow its own course; by giving it a trellis we assist its beauty. So should the child be encouraged in his natural inclination to observe and reason; the teacher directing his observation into proper channels, which should be selected in strict conformity with the laws of mental development; those subjects which give the widest scope to the perceptive faculties being selected, some of which might be form, color, weight, number, reading natural history, botany, physiology, music, etc. When a child acquires the habit of observing common things for the purpose of learning something of them, and when he begins to think connectedly, much, very much has been accomplished.

With the hope that my experience may be of benefit to primary teachers, I have prepared a concise account of the work accomplished by a little class of beginners averaging six years of age, during the first month in school:

## SCRIPTURE.

*Tongues considered as*

## GOOD.

Praising tongues,  
Earnest tongues,  
Wise tongues,  
Truthful tongues,  
Polite tongues,  
Kind tongues.

## BAD.

Swearing tongues,  
Foolish tongues,  
Lying tongues,  
Angry tongues,  
Impatient tongues,  
Backbiting tongues,  
Proud tongues.

Two lessons on the life of Elijah.

## READING.

To recognize and call the words, fly, chair, cage, foot, robin, face, arm, deer, tree, boy, cap, kite, sing, fish, cup, and, white, egg, owl, hook, ox, cages, chairs, robins, faces, arms, trees, boys, caps, kites, jugs, cups, eggs, owls, hooks; total, thirty-five words.

They can read as the teacher *prints* on the black-board: fly and chair, foot and face, white foot, white face, boy and cap, trees and robins, robin and egg, robin's egg, owl's egg, fish-hooks, ox and deer, etc., and in truth any impromptu combination that can be made of the thirty-five words.

They have learned no letters and do not spell. In every case when a new word is learned, the object of which the word is the name is talked about, and if the real thing can not be shown, a picture of it is drawn or shown to them on the chart; (Willson's.) In this way much useful knowledge may be gained as to parts, use of parts, etc.

## NUMBER

As applied to numbers not exceeding ten.

The children recognize six, five, four, etc., of any objects in the room, counting them. They have also compared numbers, telling those less than 5, 8, 7, etc., more than, etc.

No figures introduced, only strokes, as 1 1 1 1 1.



## MUSIC.

Idea of term *measure*; *count*, *beat* and *sing* measures. Idea of a term *tone*; develop necessity of the character known as ♭, character given. Children sing lines of notes made thus ♭ ♭ ♭ ♭ on the blackboard. Tones as *short* and *long*, and their expressions ♭ ♭. The children beat, sing and count lines of these two kinds of notes.

Two songs learned by rote: "Who is He?" "Little Plaid Bonnet."

## DRAWING.

To hold pencils correctly and *sliding* motion across, and up and down the slate.

To draw two straight sticks placed in all directions.

## WRITING.

Script forms of *o, a, d, g, e, l, i, j, y*, not as letters, but as "little pictures," in their appropriate spacing, which is ruled upon their slates with a steel point. *No printing allowed by pupils.*

## PHYSICAL EXERCISES.

Light gymnastics with the arms and lower limbs.

## FORM.

Recognize the following superficies as "blocks of different shapes," no terms, finding duplicates of: square, oblong, rhomboid, rhomb, pentagon, hexagon, heptagon, octagon, trapezium, trapezoid, circle, ellipse, oval, semi-circle, quadrant, sextant, crescent, right angle triangle, acute angle triangle, obtuse angle triangle, curvilinear triangle, and kite. The pupils place the blocks as the teacher does, called *patterning*.

This exercise greatly tests the powers of observation, as the pupils select the forms desired from among many, and arrange them with nicety, all of which requires much discrimination.

## THE OLD YEAR.

So cold! Ah, how the chill wind blows,  
From the far bleak mountain of sunless snows.  
How wailingly too, it moans and cries,  
As the day goes out, and the old year dies.  
The triumphant strains that welcomed him in,  
Have long been lost in the world's loud din,  
While sobs and moans in echoing surge,  
Are blending in tones for his funeral dirge,  
The fair brow of beauty, that blushed as he came  
With some token of love, from a fond cherished name,  
Now alone, all *alone*, without motion or tear,  
Is paler, and colder, than the sad old year.  
And many heart-stories could the proud year tell,  
But sphinx-like, he guardeth his secrets well,  
And now as his life sands are ebbing fast  
A hush is borne on the quivering blast,  
And *Time* steps softly, for the grand old year  
In its weary march to *his* heart was dear,  
And tearfully weaves a funeral pall  
For Time, too, must die, and his scepter fall.  
He whispers, and stilled are Joy and Mirth,  
*A thrill of silence goes round the earth,*  
A murmur, 'tis going, a sob and a moan,  
When the deep bell tolls, and the old year is gone.

LUTE LODA.

*Rural Academy, Indiana.*

## OFFICIAL DEPARTMENT.

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1. If a teacher's license expires after he has been employed, but before he begins teaching, is the license valid for that school?

The law provides, 1st, that the trustees shall employ no one to teach who has not at the time of employment a license in full force, issued by the proper State or county authorities; and 2d, that any teacher who shall commence teaching without a license, shall forfeit all claims to compensation out of the tuition revenue for the time he or she teaches.

The first of these provisions would seem to authorize the employment in the case presented, and the latter to declare that the teacher forfeits his right to compensation if he commences teaching.

We may understand how the Legislature construed the question if we consider that it was thought necessary to provide that if a teacher's license shall expire during a term of employment, such expiration shall not have the effect to stop the school or stop the teacher's pay. The Legislature probably considered that this provision was necessary to save teachers from losing their right to teach whose license expired while their schools were in progress. If this was necessary to protect teachers already teaching, and no similar provision was made for teachers in the condition stated by the question, it would seem clear that the question must be answered in the negative. Both the provisions must stand, and the former must be interpreted by the latter.

This seems to be the status.

2. If a license expires immediately after the school begins, is the license good for the entire year?

The law provides that if a teacher's license shall expire by its own limitation during a term of employment, it shall not have the effect to stop the school or the teacher's pay. That is, the teacher may complete his school and recover his pay though his license expires while the school is in progress.

If the term for which the teacher is employed comprises the entire year, his license will be good so long; but not otherwise. It would not authorize him to enter into another contract.



3. Is it the duty of the trustee to provide for making fires and keeping school-rooms in order?

It is; but the manner in which he will do this, is a question to be determined by the trustee. In most of our rural districts, a custom has grown up for the teachers to make fires and superintend the cleaning of the room. Where this custom is well established, and no mention is made in the teacher's contract, his agreement would be construed by the custom, and he would be held to have consented to accommodate himself to the circumstances in which he was placed.

The question is one of comparatively little importance. Once the obligation of the trustee to provide specifically for the warming and cleaning of the school-house is generally understood, trustees will probably provide for such work by an express contract with the teacher, placing him in no better condition than he now is.

4. Can the trustees legally hire a teacher with the understanding that he (the teacher) is to make fires, &c., and pay him entirely from his tuition fund?

It will depend something on the terms of the contract. If it is divided, and the teacher receives a certain sum for teaching, and another certain sum for the care of the house, the former must be paid from the tuition revenue, and the latter from the special school revenue. On the other hand, if a teacher agrees to teach for a given sum, and without other consideration consents to make fires, &c., as has heretofore been the custom in our rural districts, no law would be violated by paying him entirely from the tuition revenue.

## EDITORIAL—MISCELLANY.

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### PRACTICAL ARTICLES.

So practical are some of the contributed articles in this number that we feel constrained to commend them to the careful consideration of our readers. Especially do we call attention to the articles on "New Fangled Notions," or Recesses. This article proposes a new method of disposing of an interesting and important school exercise. The method here proposed is being practiced with great satisfaction in the Evansville schools.

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### BUSINESS NOTICE.

I am happy to announce that Professor THOMAS CHARLES, of Indianapolis, associates himself with me in the management of the JOURNAL.

Prof. Charles is too well known to the teachers of the State to need a formal introduction. It is perhaps enough to say that he is Principal of the City Academy at Indianapolis, and has for years been efficiently laboring in Teachers' Institutes and Associations in different parts of the State.

Mr. Charles will give special attention to the business matters of the JOURNAL. It is therefore requested that all communications relating to advertisements, subscriptions, changes of address, &c., be sent to him at Indianapolis.

All parties concerned are respectfully requested to note the above, and to send all business matters to him and not to Downey, Brouse & Butler, as heretofore.

All editorial matter will be sent to me at Bloomington as formerly. A careful observance of the above and compliance with the same will prevent delays.

With pleasure, I call attention in this connection to the names of five Associate Editors appointed by the State Teachers' Association. These names give pledge of reliable aid in the editorial department of the JOURNAL. They are as follows: A. M. Gow, Superintendent of Evansville Schools; J. C. Ridpath, Superintendent of Lawrenceburgh Schools; Jas. M. Strasburg, Principal of Lafayette High School; Miss Olivia Meily, teacher in the Terre Haute Schools; and Miss Susan B. Fowler, teacher in the Ft. Wayne Schools.

In conclusion, it is believed the changes named above will add greatly to the interest and value of the JOURNAL.

## SCHOOLS AND TEMPERANCE.

If it be the business of education to develop and strengthen all that is good in human nature, and to discourage, and as far as may be, eradicate all that is bad, then education has to do with temperance, and intemperance. It is its business to encourage the one and discourage the other. In an address before the State Teacher's Association in 1866, we took the position that the Common Schools should "teach temperance;" and for the reason first, that one of the States' objects in supporting a system of public education is to secure good citizens; second to promote the welfare of the individual, and of the public. It is the States' highest interest to have good citizens, and in turn it is her duty to do all in her power to secure the peace and promote the happiness and well being of these citizens. Her Schools are intended as a means to these ends. To effect these ends, they teach the elements of science and literature, morals and general principles of christianity, and as far as may be, develop and establish character.

Now, as the greater includes the less, obviously christianity and good morals include temperance. As temperance is therefore a necessary element in good character, and as the development of character is a part of the teacher's work, we propose to give prominence to temperance by giving it a name and a place in this work. That is we propose to teach temperance, *i. e.* teach it negatively, by teaching the evils of intemperance. It is further proposed to teach that *Alcohol is a Poison*.

As intemperance has encased itself in a kind of sanctity forbidding investigation save by certain persons and under certain circumstances, we here assure it and its friends, that we propose no violence nor unfairness, nothing different from the treatment given other social customs and habits. We propose also to treat its cause, Alcohol, with the same fairness as we do any other chemical agent, namely to analyze, and test it, and if found to be poison, (which no one who has examined, doubts,) we propose to teach the children to *believe* that it is poison, and consequently to shun it as they would arsenic or strychnine. Hence it is not proposed to degrade or abuse alcohol, by calling it hard names. No, simply to call it by its proper name, *poison*. After this, it is proposed to teach the effect of this poison upon the human system, and then passing to the department of habits, the teacher will encourage the formation of such habits as will avoid poisons, alcohol among others. Thus alcohol will be treated as any other subject of scientific investigation, and its product, intemperance, will be treated as any other social habit, and both be assigned their places according to the decisions of chemistry and ethics. If



the former shall be found to be a poison, and the latter an evil, and that continually, let them be so classed and so treated now and forever. Now, we submit the question to all candid readers, if this is not fair treatment. If so, let the work be commenced and carried forward, and if not so, let us hear.

## 2. MEANS TO THE ABOVE END.

About eight months ago, a committee of temperance men, including an ex-educator, waited on the writer, submitting the propriety of the preparation of an elementary book teaching the *properties of Alcohol and its evil effects upon the human system*, which book it was intended, should be used in the public Schools. After deliberation, and the proposed incorporation and treatment of Tobacco, the proposition was approved, and that venerable educator and temperance man, Professor Ryland T. Brown was selected as the proper man to prepare such a book.

For causes not necessary to detail here, the preparation of the book was delayed. But here was the germinal idea, and here the proposed process, and like good seed in ground, it is yet to bear fruit. It may be days or years hence, yet we believe the days of fruitage will come.

Another means to the above end, has recently been brought to bear, namely, the action of the State Temperance Alliance. This body at its recent session in Richmond, passed the following resolution:

*Resolved*, That this meeting appoint a committee to wait upon the State Board of Education, and request the introduction of suitable instruction and text-books into the public schools of the State, that will fully educate the children in regard to the evils of intemperance, showing the debasing and destroying effects of the use of alcoholic drinks upon the mental, moral, and physical constitution of man.

Here is a clear and potential voice asking the same as the above. We trust the Board of Education will heed the spirit of this resolution, and so far as may be give it practical effect. So far as the end proposed is concerned, the Board will not hesitate, they all being firm friends of temperance. They may be troubled with the policy of the case. We, however, believe that the policy point is past. There was a time when policy in this matter had to be heeded, but we believe that time has gone. Parents are saying teach the youth sobriety, and the State says and knows that sober citizens are better than drunken ones. Let us, therefore, in accordance with the above arguments commence teaching in the Public Schools, the properties of Alcohol, and its evil effects.

If four hundred thousand children of this State shall be taught throughout their School course, to understand and know that Alcohol is a poison, and a poison that attacks the very citadel of the soul, the

brain, we believe that in the main the next generation will be a generation of sober men. At all events we believe this teaching will be more effective in producing this result than legislation. At least let us try and see.

### 3. COST OF INTEMPERANCE.

There are those who care but little about the morals of the community, yet care deeply concerning its taxes. Intemperance imposes heavy taxes and other costs. In 1866 we sent a circular to each county Auditor in the State, asking for a statement of the amount of criminal expenses of his county for the fiscal year ending June 1st, 1866. Answers were obtained from thirty-eight counties, giving an aggregate expense of \$77,000. Placing other counties at the same rate, the total for the State would be in round numbers, \$187,000. All must admit that much of this expense is the product of Intemperance.

In the same circular we asked for the cost of paupers. The amount given for thirty-eight counties was \$193,217 00. For the State this would give \$467,000. Again all must admit that much of this cost is the result of intemperance, if not directly and immediately, indirectly and remotely. These expenses are paid by taxes levied upon the citizens of the State. Hence here is a matter of interest to the man who looks no farther nor higher than taxes. Reduce intemperance and we reduce taxes for suppression of crime and support of paupers.

In another department we find a remarkable, yea, enormous cost for liquors. The official and sworn returns of the retail liquor dealers throughout the United States, as made to the United States Commissioner, show the following:

#### AMOUNT OF SALES OF RETAIL LIQUOR DEALERS.

New York.....	\$246,617,520	Vermont.....	\$6,786,065
Pennsylvania.....	152,663,495	Kansas.....	8,503,856
Illinois.....	119,933,945	Louisiana.....	48,021,730
Ohio.....	151,734,875	Tennessee.....	20,283,635
Massachusetts.....	27,979,575	Georgia.....	25,328,465
Maryland.....	40,561,620	Virginia.....	26,132,905
Missouri.....	54,627,855	Alabama.....	23,025,385
Indiana.....	51,418,890	Texas.....	21,751,250
California.....	59,924,090	South Carolina.....	16,610,625
Kentucky.....	50,223,115	North Carolina.....	13,224,340
Wisconsin.....	43,818,845	West Virginia.....	8,806,235
Michigan.....	52,784,170	Arkansas.....	7,858,320
Iowa.....	35,582,695	Delaware.....	3,770,355
Connecticut.....	35,001,230	Mississippi.....	4,493,305
New Jersey.....	42,468,740	Oregon.....	4,261,240
Maine.....	8,257,015	Nevada.....	4,838,735
Rhode Island.....	10,234,240	Nebraska.....	3,290,515
New Hampshire.....	12,629,175	Colorado.....	3,745,215
Minnesota.....	14,394,970	The Territories.....	14,169,400
District of Columbia.....	10,376,450		
Total.....			\$1,483,491,865

Let all ponder this, and deduce the lesson appropriate to his case. Let the statesman ponder it, and here see an annual outlay by the people of a sum greater than half the entire national debt. Let the philanthropist ponder it, and gauge and measure the depths of woe consequent upon the use of these liquors. Let the moralist ponder it, and estimate the sins which are direct consequences, of the use of these liquors. Let the father ponder it, and tremble for the fate of his wayward son; and let the wife ponder it, and weep as she contemplates her fallen husband, her starving children and desolate home. All these in their thousand hues and forms, which tongue or pen hath not told, nor can tell, are the woeful products of that billion and a half dollars worth of "rum."

In view of these and kindred facts, the question comes what shall we do? Shall we legislate a little, and lecture a little, and in some cases fine a little, and then stop saying be careful how you interfere with the "sacred right of each man to pursue his own business," though that business be *evil, and only evil*? The answer is no, we will teach the children that *Alcohol is a poison*, and that poison kills. We will teach that "wine is a mocker, and strong drink is raging," which "biteth like a serpent, and stingeth like an adder." Thus we shall train the children to shun alcohol when they are young, and thus, it is believed, prepare them to shun it when old. Yes, Revelation declares, "Train up a child in the way he should go, and when he is old he will not depart from it." Here is our hope.

Friends, parents, teachers and school officers, shall this training begin with the young, and in the school room? This is the question. What shall be your answer?

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### PRIMARY SPELLING.

Having heard of Professor May's success in teaching Primary Spelling, we solicited him to give us a statement of his method, for insertion in the JOURNAL. Below is his answer. We call especial attention to the result reached, and the time consumed, namely, reading fluently in McGuffy's Sixth Reader, within thirty-five weeks after commencing the alphabet. Here is a result that commends itself with emphasis to the consideration of all.—Ed.

[LETTER.]

SALEM, IND, November 13, 1868.

Hon. George W. Hoss—

DEAR SIR:—The following is my reply in answer to your inquiry concerning my method of teaching Primary Spelling. I wish you



could witness the recitation of a class of little folks, twenty-seven in number, I am now instructing. I commenced with them on the 7th day of September, all raw hands except three, beginning with the first lesson in three letters in McGuffey's Speller. I commence with the *key* at the top of the page. The first member of the class spells and pronounces *fate*, followed by all the class spelling the same word in *concert*, and in exact unison and time, and then all in concert pronounce *fate*—*fa-a*. In this way the *vowel analysis* of the entire key is learned by every member of the class in a surprisingly short time. At the first lesson I take all the words in the key that involve the different sounds of *a*. At the same time a spelling lesson is gone over, a single member of the class first spelling the word, and then all spell the same word in concert. Thus every word in each lesson is twice spelled. Again, every word, every syllable, every symbol and every sign on each page is explained and repeated until the little folks can tell the whole matter off as well as I can. You would be delighted to hear my little ones when they rise to spell, say: "figure 1 over the letter *a* denotes the sound of *a* as in *fate*; two dots over *g* denotes the soft sound of *g* as in *gem*," &c.

Again, suppose the lesson is found on the left hand page, No. 25. The teacher says: "What number at the top of the left hand page?" Pupils answer, "25." "What is the right hand figure called?" Pupils answer, "5." "Five what?" "Five units." "What the left hand figure?" Answer, "2." "Two what?" Answer, "two tens." "Two tens are how many?" Answer, "20." "Twenty and five are how many?" Answer, "twenty-five." "What page?" Answer, "twenty-fifth."

The same kind of catechetical exercise is carried out with the Roman characters. These operations are repeated at every lesson, and a clean sweep is made of every page. In the DICTATION EXERCISES, one member of the class spells a sentence, repeating from the beginning every word, in order, as each successive word is spelled, and the whole class follow in the same way in concert.

"John loves ripe, mellow apples."

J-o-h-n *John*, l-o-v-e-s *loves*, John loves r-i-p-e *ripe*, John loves ripe, m-e-l-l-o-w *mellow*, John loves ripe, mellow a-p-p-l-e-s *apples*, John loves ripe, mellow apples. After which the teacher pronounces the sentence in a variety of ways, giving every possible inflection to the voice. The pupils, in concert, imitate each trial. In this way admirable flexibility of tone and voice is rapidly attained.

In spelling words of more than one syllable, the pupils are taught to pronounce and combine the syllables to the end of the word, giving to each vowel its appropriate sound in the word. In short, every mark in the book attains its end, in my method of teaching.

In this operation, a constant interest is maintained in the class. The attention of every member is chained to the work. There is nothing of the taskmaster-toil in the effort to teach.

In ten weeks, I have taken the class over one hundred and thirty-one lessons in McGuffey's Speller.

At the Orange County Institute, thirteen teachers, after the manner of children, took lessons from me, that they might become familiar, by actual practice, with the method. Some of these teachers followed me to Crawford county, and received five additional lessons. At the Crawford County Institute, I had a spelling-book class of twenty-five teachers. These entered heart and soul into the work. In my own school, the present term, twenty-two teachers have been thoroughly indoctrinated in the method of teaching *the little children*.

A young man who was with me through all of last school-year, led the Harrison County Institute this year, and gave the teachers full instruction in this method of teaching. He informs me that all the teachers readily apprehended the utility of the plan.

I have now given you the method as well as I can give it on paper ; but the scheme needs to be seen in practice to be fully appreciated. With the trained little ones practicing before us, we are prepared to calculate results. I know that pupils taken twice through McGuffey's Speller in this way, can read fluently in McGuffey's Sixth Reader. In a well guarded school the work can be done easily in thirty weeks. In my school, with all the work I have on my hands, I have accomplished it in thirty-five weeks.

Those teachers who have not given close attention to the matter, really do not know how much choice information there is in a well gotten up spelling-book. But I fear that I am becoming too prolix on this subject.

Truly your friend, *James G. May* JAMES G. MAY.

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## NORMAL INSTRUCTION—STATE UNIVERSITY.

BLOOMINGTON, INDIANA, Dec. 14, 1868.

MR. EDITOR: Thinking that a few facts concerning the Normal Department of the State University, might be of some interest to the readers of the JOURNAL, we deem it desirable to lay before them a few statements, which may possibly result in some good to a few who are connected with the Common School interests in the State.

Inasmuch as PROF. HOSS is at the head of this department, no labored arguments will be necessary to convince any teacher in the Common Schools, that great advantages may be derived from attend-

ing the University for the purpose of receiving Normal training. PROF. HOSS has devoted a great deal of time and study in examining and testing the various modes of teaching. His having been at the head of the educational interests of the State, has afforded him ample opportunities for discovering the most successful and philosophical means, by which the children of our commonwealth may be rapidly advanced in the attainment of knowledge. The principles of his instructions are derived from nature; and his modes, from a long course of experience.

In illustration of the above, we, in this, give one of his principles and a mode in which it *may* be applied. "The sense of sight is first brought into action, next hearing; as a consequence, in commencing instruction with a child, first address the eye, and then the ear."

Suppose we apply this in teaching the alphabet. First draw a letter on the blackboard, requiring the child to notice its shape and the manner in which it is made. Erase it, and make it again. Then ask it if it is the same letter. Continue this until it can point out the letter *anywhere*. During this process you might intimate to the child that the "picture" which you are making has a name; thus awakening its curiosity, and preparing the way for the application of the second part of the principle. At last, when it has the image of the object indelibly imprinted upon its mind, give it the name, requiring it to repeat it until it can pronounce it clearly and distinctly. By this time the child has learned one letter, which it will never forget. We give this as merely one example out of many that might be given, to show how accurately nature is followed in all the Normal methods presented in this Department.

We are fully convinced that any teacher who has not had a thorough course of Normal instruction, will be amply rewarded for his expenditure of time and means, in attending one course at this University. The opportunity is offered of entering any of the classes in the other Departments; so that one can not only learn *how* to teach, but what is still more important, *what* to teach.

Now, that such an opportunity is offered, it is hoped many teachers will avail themselves of this means, and make our Common Schools vastly better than they have been. We have all the legislation necessary; and we have all the appliances necessary. All we now lack is the *working material*, and *that* we can have, if we make ample use of the means now within our reach.

NORMAL CLASS.



## TEACHING THE ALPHABET.

HON. G. W. HOSS:—I became considerably interested in perusing, under the head of "Editorial Miscellany," *Teaching the Alphabet*. As the editorial runs, "we do not say this is the best mode," to this I would add, as far as practicable, I have applied it the last three terms I have taught, to very good effect. Whenever the class was sufficiently large to arouse that feeling of interest which is so very necessary to promote the advancement of the young learner. In regard to the old method, we consider it indeed "stupefying." What is there in glancing over the line of letters, as they appear from beneath the pen-knife blade of the teacher, as it moves slowly down the page from A to Z, to interest the child? If the letters were pictured on the knife handle or the watch guard of the instructor, perhaps they would be learned much sooner, for the attention of the youth is drawn toward these more than toward the A, B, C. which he often repeats without seeing them. Now we find by inspection, that a few lines, as vertical, horizontal, oblique, curve, &c., may be used in the formation of each letter; as a right and left oblique line united at the top, together with a short horizontal, form the letter A. Two right curves and a vertical, form the letter B. A left curve the letter C, &c.

Now, in calling the class to the blackboard, we would first drill them upon the formation of the lines without regard to limits: Secondly, in regard to limits; Thirdly in regard to their application in forming each and every letter. In conducting a class in this manner, if great care and patience are exercised by the instructor, it is not probable they will fail to advance rapidly.

DANIEL W. MARKLE.

## HENRY COUNTY TEACHERS' INSTITUTE.

This Institute held its second session during the week beginning Monday, October 12th, 1868.

Superintendent, D. Newby; Secretary, D. W. Kinsey; Assistant Secretary, Miss Bettie Keesling; Instructors, D. N. Utter, in Orthography, Reading, Arithmetic and Geography. M. R. Barnard, in Reading, Arithmetic, Penmanship, Grammar, and Theory and Practice. Wm. Mendenhall, Arithmetic. Clarkson Davis, Composition Writing. Jesse H. Brown, History, and D. Newby, School Organization. Editors J. C. Murray and Josie V. Hickman.

The instruction was given by lectures and practical lessons. Two public lectures were given, one by M. R. Barnard, entitled "Culture," the other by Maj. Isaac Kinley of Richmond, subject "The Nobility of Labor." Both were listened to with marked attention by appre-

ciative audiences. An interesting paper was read by the Editors on Friday evening. Socials were held at the residences of Dr. Needham and Rev. H. K. Hennigh.

Resolutions were adopted thanking the Officers and Instructors, for their earnest, practical work. Thanking the citizens of New-castle for their kindness and liberality. Recommending the INDIANA SCHOOL JOURNAL, and defining the duties of the *true teacher*.—Number of names enrolled eighty-four.

Earnest attention throughout was given to the various exercises of the session, and all unite in pronouncing it a success.

D. W. KINSEY, *Secretary*.

## METEOROLOGICAL REPORT.

From Indiana State University, for the Month of November, 1868.

Mean Temperature,	42°.07
Maximum Temperature, (Sunday 8th,)	70°.8
Minimum Temperature, (Thursday 12th)	21°.5
Warmest Day, (Sunday 8th,)	65°.23
Coldest Day, (Thursday 19th,)	29°.13
Barometer, Mean Height.	29.291 in.
“ Highest, (Monday 23d,)	29.624 in.
“ Lowest, (Sunday 29th,)	28.913 in.
Relative Humidity, (1.00 denotes complete saturation of the air)	.69
Amount of rain, (and melted snow,)	1.34 in.
Depth of Snow	$\frac{1}{8}$ in.
Number of rainy days, (some rain or snow,)	10.
Cloudiness, (10 denotes complete obscuration)	5.76
Velocity of Wind per hour, (Robinson's Anemometer)	1.67 miles.
Prevailing Winds, South.	D.

**DIRECTORS VOTING:**—A Trustee asks if a Director has a right to vote at school meetings, save in case of a tie.

We answer, that in our opinion he has the right, but prudence dictates the non-use of that right until all others have voted. After all have voted, he may, perhaps should vote, provided his vote does not make a tie. In case, however, of a tie, it his duty to vote, thus giving one side or the other a majority. If a Director is prudent, no trouble can arise at this point.

**ARTICLE DECLINED** :—Some sound doctrine is presented by Allie on the subject of the "Nobility and Responsibility of the Teachers' Vocation," but the theme being so old, a short article of three pages could hardly do more than restate old arguments. Short articles would better be confined to narrow themes. A narrow field plowed deep, will show the skill of the plowman, better than a wide field skimmed, or "scratched." Allie, your production is not without merit. Try again.

**MUNCIE** :—From Superintendent McRae, we learn that the Muncie Schools are examined monthly, and in writing. No records of recitation are kept save in Orthography. In winter the afternoon recess is omitted, and school dismissed at 3-45 P. M.

**PERU** :—From Superintendent Hunter, we learn that the Teachers of Miami county, recently organized a county Association; also that the Examiner, Mr. Reid, proposes opening an educational column in the *Peru Republican*.

**GREENCASTLE** :—The number of pupils enrolled in the schools as as shown by a report, in Nov., was 531; average number belonging, 484; average daily attendance, 443.

**DANVILLE** :—The Hendricks County Union, in a recent issue contained an article highly complimentary of the management of the Danville Schools.

**LENGTH OF SCHOOLS** :—The average length of Schools throughout the State, for the year ending August 31, 1868, was eighty-seven days, *i. e.* 4 mos. and 7 days. This is an increase of 7 days over '67.

**SOLDIERS' HOME** :—The Soldiers' Home, recently completed, and located at Knightstown, Henry county, is 153 feet in length 63 in width, and 63 in high to the top of roof, and 95 to top of cupola.

**NORMAL TRUSTEE** :—Timothy Nicholson, of Richmond, has been appointed Trustee on the Normal School Board, *vice* B. C. Hobbs, appointed Superintendent of Public Instruction.

**METEORS** :—On the night of the 13th of November, 2,500 meteors were counted during observations made at the State University.

**TO EUROPE** :—Prof. Richard Owen, of the State University, proposes a visit to Europe next summer, starting about the first of June.

**LARRABEE MONUMENT** :—Hon. Washington De Pauw, of New Albany, has forwarded \$20 to the Larrabee Monument Fund. Time for receipt of donations has been extended until 1st of July.



## A B R O A D .

Prof. John A. Nichols, of the University of New York City, died Nov. 28. Horace Mann, son of the distinguished Horace Mann, died in Cambridge, Mass., Nov. 12.

Giochini Rossini, the great composer for the Italian stage, recently died in Paris, in the 77th year of his age.

Robert Bonner has given \$10,000 for the purpose of erecting a gymnasium for Princeton College.

The Austrian Government is fitting out an expedition for the purpose of circumnavigating the globe.

The students of Williams College, Massachusetts, have recently been in rebellion against the authority of the Faculty.

General George B. McLellan, has recently been elected President of the State University of California.

The grand total of Missionary donations made by the Methodist Episcopal Church, for the year 1868, was \$850,000.

George Peabody has within the last few years, given away near \$6,000,000. Most of this has gone to the benefit of education.

Mrs. Henry Ward Beecher is about starting a Magazine to be called "Mothers at Home." Each number is to be embellished with a handsome engraving.

Ticknor, of the publishing house of Ticknor and Fields, Boston withdraws from the firm, taking with him the handsome sum of \$300,000, as a part of his stock.

A National Christian Convention was recently held in New York City, at which were discussed many topics of vital importance to the spiritual interests of the times.

**NORMAL SCHOOLS** :—The number of Normal Schools in the United States, including city Training Schools, is near fifty. Four States have Normal Departments in their Universities, namely, Rhode Island, Wisconsin, Iowa and Indiana.

**WISCONSIN** :—By a law enacted at the last session of the Legislature of Wisconsin, it is provided that a series of Text Books shall be adopted by the State and used to the exclusion of all other books, on the branches represented, and for a period of *five years*. The Superintendent of Public Instruction, the President of the State University, and the Secretary of State, are required to select the books.

## BOOK TABLE.

The Sunday School Hand Book: A Companion for Pastors, Superintendents, Teachers, Senior Scholars, and Parents: By Erwin House, A. M. Cincinnati, Hitchcock and Waldren. 16 mo, pp. 320.

This work by implication, assumes that the Sunday School shall, in a degree, do its work in that systematic and efficient manner, that the day school does its work. This is the true theory, one, however, that the world has been long in learning. Starting with this theory, the book addresses itself to the devising of ways and means requisite to this end. First and generically these are found in the machinery of the day school, *i. e.* its classification, its graduation, its superintendency, teachers' meetings, blackboards, object lessons, and like agencies. Second, and specifically, the author shows the application of these agencies under these new conditions. This is perhaps the most difficult task to be accomplished. This task, the author has, in our judgment, performed with the skill of a master. He shows how the *blackboard*, the *object lesson* system, *map drawing &c.*, may be successfully employed in the Sabbath School. If any doubt, let them read and know.

The above is only a part of the author's work. He discusses all the elements and agencies of Sabbath Schools; as libraries, singing, addresses to schools, institutes, programme of exercises, preparation of lessons and other kindred subjects.

Throughout the work, the author has aimed to be practical. No time is lost in the discussion of mere theories. This practicalness gives the work its prime excellence.

Without dwelling longer on details we have no hesitancy in pronouncing this a work of great practical worth. No Sabbath School teacher or officer who desires to do his work as one that must answer for souls, should consent to do without this book, or some other equally good. (Whether another equally good has been published in this country, we do not know. We know we have not seen such.)

Elementary Geography for Primary Classes, (By Mrs. Mary Howe Smith, Guyot's Series.) New York: Charles Scribner & Co., pp. 96.

This work conforms to Guyot's general plan of treating the subject of geography. This statement, therefore, by implication, admits the work to have excellences. We deem it just to this work, however, to place this in stronger language than that of implication, namely, in direct statement. We therefore say this work has many excellences, that is, the work as a whole, is excellent.—were it not that it savors of praise, we would say admirable. Some of the constituent elements of this excellence are:

1. Beginning at home, *i. e.* in the School room, in the child's own neighborhood, town, township, and county. A cardinal

principle in Primary Geography is, that like "charity, it should begin at home." After a very simple introductory lesson, this book so begins.

2. Map Drawing. This work introduces map drawing at the very threshold of the subject. More, it gives detailed instruction as to the means and method of drawings; an item of consequence to the inexperienced primary teacher. We wish, however, the author had carried the work of map drawing farther.

3. The Pestalozzian on Object Lesson Method. The application of the two principles above, involve in a greater or less degree the Object Lesson Method. The work systematically applies this method, whenever practicable.

4. The absence of over-fullness. A prevailing fault of our primary geographies, is an over-fullness of matter, an oppressive too muchness. This work, in our judgment, is remarkably free from this fault. It has happily hit the golden mean between the extremes of too much and too little.

In conclusion, we think we are not in danger of misleading any one, when we heartily commend this book to favorable consideration.

*An Analysis of the Constitution of the United States, by Calvin Town. Published by Ivison, Phinney, & Blakeman, New York.*

This work has two characterizing features, namely, classification in matter, and brevity in language. These are cardinal virtues in any branch of learning. The first aids memory by conforming to nature's law, and the second diminishes the amount of work.

In conformity to the above, cognate matter is grouped together and classed under its appropriate head. Thus, matter standing in sections remote from each other are brought together. And in conformity to the second condition, the fewest words possible are used. For the young student, or others not intending an elaborate study of the Constitution, these two conditions will be of great advantage. Whether this work is put up in the most desirable form is questionable. It is in large sheets held by a clamp, for the purpose of suspending it before the class. If put up in the form of a cheap book, it would insure more thorough study, and more frequent reference. We, however, welcome this work as an additional means of acquainting the rising generation with the fundamental laws of our government. In a government in which the people are sovereign, a knowledge of the laws is indispensable.

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*Goodrich's Parley's Common School History of the World.*

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*Coppee's Elements of Rhetoric.*

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*Hart's Constitution of the United States.*

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